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Academic Preparedness of the Second Year Students in Accountancy Program

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Abstract

Accounting is often considered to be one of the most intense programs in college. Students are required to take very rigorous courses in a number of different subjects. Thus, this study is conducted to determine and assess the level of academic preparedness of the second year students enrolled in the Accountancy program during second trimester of school year 2019-2020. This study is also concerned with what particular core accounting subjects that students performed better or worse in the knowledge and learning assessment test conducted by the JPIA in the three core accounting subjects, namely, Financial Accounting and Reporting, Intermediate Accounting, and Cost Accounting. Findings of the study revealed that second year accountancy students performed poorly in the three core accounting courses: Intermediate Accounting, Cost Accounting, and Financial Accounting and Reporting. It implies that they are slightly prepared for these courses. Using independent samples test, findings also suggest that academic performance of the second year accountancy students in these three courses are statistically the same. It is an indication that that significant difference among the results of the three core accounting courses does not exist. One of the recommendations is that an urgent meeting with the faculty members of the accountancy program must be done to address the poor performance of the students in the three core accounting subjects. Further studies may also be conducted to explore other factors affecting the academic performance or readiness of the accounting students.

Keywords: *Academic preparedness, accounting, accountancy program, accounting students*

Introduction

Accounting is a great course to study for a number of reasons. Accounting provides with skills and knowledge that can be applied to a number of industries and as long as there are businesses in the world, accountants will always be needed. Studying accounting involves manipulating and interpreting numbers and requires at the commencement of the course a foundational level of numeracy and knowledge of mathematical operations.

Accounting is often considered to be one of the most intense programs in college. Students are required to take very rigorous courses in a number of different subjects. In addition, the core coursework required in accounting can be overwhelming and takes much studying and preparation. Students are also required to take courses in Mathematics, Economics, Business, and, most importantly in the curriculum are the core courses in Accounting. These core courses are the backbone of the accounting program and are meant to provide students with the skills necessary to find employment after graduation. Students are expected to take courses in advanced financial accounting and reporting, advanced managerial accounting, taxation, business law, auditing and management advisory services.

With some very intense coursework, studying accounting requires a large time commitment and as courses progress, the workload required will also build up. Thus, preparedness is an important factor that influences accounting students in pursuing the program in higher education (Samduddin, Khairani, Wahid, & Abd Sata, 2015). Byrne and Flood (2005) and Haggis and Pouget (2002) also believe that preparedness of students for higher education is also of much importance.

Unfortunately, the students have to face lot of difficulties due to lack of understanding of what kind of preparedness they must have for entering in higher education. Wingate (2007) states that ―higher education aims to require learning of a higher cognitive order, including the development of critical thinking and the ability to integrate and apply knowledge in different contexts. Additionally, fostering of high quality learning has been the main objective of higher education.

Byrne and Flood (2005) also added that higher education expects students to develop a deep understanding of the course content and to foster a range of cognitive, practical and personal skills. To achieve these aims, students must engage in a variety of learning activities and complete a range of assessments which test the achievement of the espoused outcomes.

Ammons and Mills (2005) also noted that assessment results at the course level can provide information to individual students about their learning, and can lead to changes in classroom activities, assignments, and grading methods. Thus, the course is an ideal level at which outcomes assessment can create a feedback loop on the quality of learning experiences within an accounting program. Then assurance of learning results at the course level can also flow upward to support program-level assessment and can provide evidence regarding the contribution that an individual course makes to a related learning goal of the program.

The present study, therefore aims to determine the level of academic preparedness of the students enrolled in accounting program. This will pave the way for developing actions that will enhance the learning capabilities of the students particularly in core accounting subjects.

Significance of the Study

In relation to what Byrne and Flood (2005) and Ammons and Mills (2005) observed, findings of the present study may also help the accountancy program of the University to improve the delivery of its curriculum, teaching methodology and assessment. The findings may also offer accounting professors the opportunity to have a greater sensitivity to, and a better understanding of, their students. This will enable them identify what particular core accounting subjects that accounting students need more support. Eventually, this assessment may become an integral part of the continuous process of learning and development in the accountancy program.

Research Questions

The main objective of the present study is to determine and assess the level of academic preparedness of the second year students enrolled in the accountancy program during second trimester of school year 2019-2020. This study is also concerned with what particular core accounting subjects that students performed better or worse.

Specifically, this study sought to answer the following specific problems:

1. How may the performance of the second year students in the knowledge and learning assessment test in the following core accounting subjects be described:
    1.1 Financial Accounting and Reporting,
    1.2 Intermediate Accounting, and
    1.3 Cost Accounting ?

2. How may the performance of the 2 groups of the respondents in the knowledge and learning assessment test be compared?

3. Are there significant differences in the results of the three core accounting subjects?

Scope and Limitations of the Study

This study was conducted during the second trimester of school year 2019-2020. Those second year accountancy students enrolled during this term were covered by this study. Academic performance of the respondents are based on the results of the knowledge and learning assessment test given by the Junior Philippine Institute of Accountants covering the subjects Financial Accounting and Reporting,

Cost Accounting, Intermediate Accounting. These are the three core accounting subjects taken by the students during their first level in the program.

Thus, this study is limited to the assessment of the academic preparedness of the respondents towards these three core accounting courses only.

Conceptual Framework

The conceptual framework used in the study is the Input-Process-Output Model. As shown in Figure 1, the research study used a process viewed as a series of processing elements connected by inputs and outputs. The figure illustrates the IPO model that provides the general structure and guides for the direction of the study.

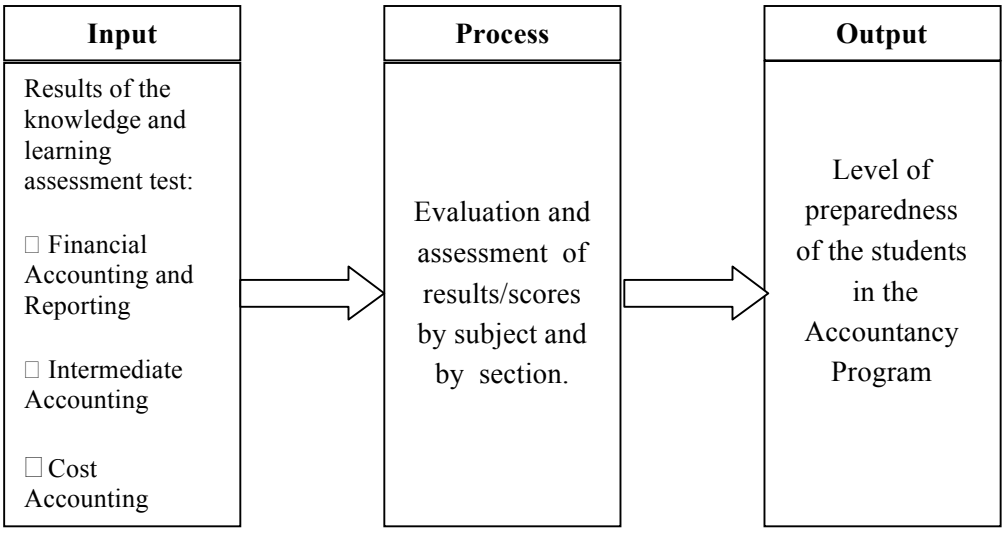

Figure 1. Research paradigm of the study

The present study evaluated the results of the assessment test in three core accounting subjects, i.e., Financial Accounting and Reporting, Intermediate Accounting, and Cost Accounting. Findings of the evaluation would enable researchers identify the level of preparedness or readiness of the students in accountancy program.

Review of Related Literature

To enrich and broaden the researchers' perception of the area under study, and to successfully evaluate the study, the following related literature and studies were reviewed.

In her study conducted, Malubay (2016) examined the levels of competencies and readiness of Philippine Accountancy students for the implementation of the Association of Southeast Asian Nations (ASEAN) Economic Community (AEC). As to the readiness of Accountancy students in terms of

Content Knowledge in Accounting and Analytical and Reasoning Strategies, both were rated "ready." This means that they possess the learning adequacy, skills, eagerness and desire to learn, positive attitudes toward learning situations in both content knowledge in Accounting and analytical or reasoning strategies. When the level of readiness for lifelong learning and techniques and key transition knowledge and skills were surveyed, the participants showed that they were "slightly ready". According to her, this is an admission of inadequacy of skills, eagerness to learn and positive attitudes toward learning situations specified in lifelong learning techniques, key transition knowledge and skills.

Results of the study conducted by Yu, Churyk, and Chang (2013) indicated that employers believe that accounting student preparedness/satisfaction is adequate for most skills. However employers believe that student skills, such as effective communication skills, oral communication skills, and spreadsheet skills are not adequate.

Study of Garkaz, Banimahd, and Esmaeile (2011) substantiated that students interested in accounting have better academic performance than non-interested ones.

According to Samsuddina, Khairania, Wahida and Sataa (2015), accounting educators need to create an awareness and concern to students' motives and readiness since these are influential factors on students' decision to pursue professional accounting education. They also found that students are confident on the ability of their current accounting education in preparing them for the higher accounting education's learning activities. Thus, lecturers as the accounting educators should make the most of forming students' learning experiences.

Arquero, Byrne, Flood and Gonzales (2009) concluded that, in relation to preparedness for higher education, accounting students positively evaluate the education they received at school and they feel confident in their abilities to initiate their own study activities, to take responsibility for their own learning, to organize their own life generally and to plan their study in a time effective manner.

Findings of the study conducted by Long, Barnes, Williams and Northcote (2018) provide insight into what students need as preparation to study accounting at university, using the Success Factor Timeline (SFT). These are categorized into four components each of which can effectively inhibit students achieving success in university accounting courses. The four success factors identified for transition to university level study of accounting are: English language proficiency; commencement with a certain level of assumed knowledge which is then further extended; development and utilization of higher order thinking skills; and effective communication of thoughts and ideas through written and verbal means.

The study of Suttipun (2014) determined the strengths and weaknesses of Thai accounting students who will have to face competition from accounting professionals of other ASEAN Economic Community (AEC) countries in the future. The results of his study indicate that Thai accounting students are still weak in English Language Communication skills and IT skills in accounting software. Therefore, if the Thai Government wishes to close the gap between Thailand and the other AEC nations, it needs to

concentrate on improving the proficiency in the English language and IT skills for accounting software among students. The Thai universities should also take concrete steps to cultivate these skills in their accounting students.

Although findings of their study suggest that the majority of accounting students enter higher education with laudable motives and feel well prepared and confident of their success, but many of them, according to Byrne and Flood (2005), arrive with worryingly low expectations of the work commitment required of them. In this respect, prior research has shown that the amount of time and effort that accounting students put into their studies is the single most important determinant of their academic success.

According to Byrne, Flood, Hassall and Arquero-Montañno (2012), accounting students' perceptions of their preparedness for university have been identified as significant in influencing their successful transition to the university learning environment. Unfortunately, many accounting students encounter difficulties because they lack an understanding of what learning in higher education entails. They enter university with epistemological beliefs that stem from their previous school learning experiences, where learning was often associated with the passive absorption of external knowledge.

Through the preliminary investigation conducted by Dean, Bowrey, and Clements (2010) , it was revealed that accounting students' learning pertained to common areas; workplace preparedness, understanding of accounting principles and taught concepts, generic skill enhancement and consolidation of accounting as their chosen professional career. Results also uncovered that reflection in an internship experience has enabled accounting students to gain another perspective in regard to their competency levels in the accounting profession, this being the development of much-needed generic skills, such as analytical and critical thinking, communication, teamwork, technical skills, attention to detail and meeting deadlines.

Methodology

Research Design

The researchers made use of action research design, which according to VanBaren (2019), is an educational research involving collecting information regarding current educational programs and outcomes, analyzing the information, developing a plan to improve it, collecting changes after a new plan is implemented, and developing conclusions regarding the improvements. The main purpose of action research is to improve educational programs within schools.

Specifically, the researchers employed individual action research, which according to VanBaren (2019), is a type of action research design conducted to analyze a specific task. A researcher may wonder if implementing group activities within a class will help improve learning. The researcher alone performs research by implementing a group activity for a certain length of time. After the action is

performed, the researcher analyzes the results, implements changes, or discards the program if not found to be helpful.

Subjects of the Study

Table 1
Distribution of Second Year Accountancy Students who Took the Assessment Test

The study considered the raw scores obtained by the second year accountancy students in the knowledge and learning assessment test given by the Junior Philippine Institute of Accountants (JPIA) on October 30, 2019, covering the three core accounting subjects: Financial Accounting and Reporting, Cost Accounting, and Intermediate Accounting.

Section	No. of Students	Exam Takers	Percentage (%)
1	44	29	65.91%
2	37	33	89.19%
Total	81	62	76.54%

As can be seen in table 1, there are 81 second year accountancy students officially enrolled during the second trimester of school year 2019-2020. Out of this number, 62 or 76.54% took the assessment test. There are nineteen (19) students who did not take the exam, sixteen (16) of them are officers of the JPIA and three (3) were absent during the event.

Instrument

Official results of the knowledge and learning assessment test given by the JPIA on October 30, 2019 were the documents used in this study for further assessment and analysis. For ethical consideration, all necessary procedures in acquiring the results of the test were strictly adhered to by the researcher. Likewise, the names and test results of the subjects of this study were treated with utmost confidentiality to protect their interest.

All analyses were based on the said documents only and no interviews were done nor survey questionnaires distributed and accomplished. The core accounting subjects covered by the assessment test are: Financial Accounting and Reporting, Cost Accounting, and Intermediate Accounting.

Each core accounting subjects consisted of thirty (30) items or questions, prepared and validated by faculty members of the Accountancy program and master's degree holders.

Data Gathering Procedure

The list of second year accountancy students who are officially enrolled during the second trimester of school year 2019-2020 was taken from the registrar's office of the University. The list was compared and verified with the actual list of exam takers from JPIA. The number of those who took and did not take the exams was accounted for.

The raw scores of each student-examinee for the three core accounting subjects were gathered and processed.

Data Analysis and Statistical Treatment

The data collected from the documents were organized, tabulated, analyzed and treated statistically using percentage (%), mean, standard deviation, ANOVA and independent samples test.

The assessment test for each core accounting subject consisted of 30 items. Raw scores were ranked and interpreted using the following scale:

Range of Raw Score	**Interpretation**
25 – 30	Very Good / Well prepared
19 – 24	Good / Prepared
13 – 18	Fair / Moderately Prepared
7 – 12	Poor / Slightly Prepared
1 – 6	Very Poor / Not Prepared

Results and Discussions

This part of the study deals with the presentation, analysis and interpretation of data to determine and describe the level of preparedness or readiness of the second year students in accountancy program.

Table 2

Performance of the Second Year Accountancy Students in Financial Accounting and Reporting

Financial Accounting and Reporting							
Level of Preparedness	Raw Score	Section 1		Section 2		Overall	
		No.	%	No.	%	No.	%
Very Good / Well-prepared	25-30	1	3.45%	0	0.00%	1	1.61%
Good / Prepared	19-24	0	0.00%	0	0.00%	0	0.00%
Fair / Moderately prepared	13-18	9	31.03%	17	51.52%	26	41.94%
Poor / Slightly prepared	7-12	18	62.07%	16	48.48%	34	54.84%
Very Poor / Not Prepared	1-6	1	3.45%	0	0.00%	1	1.61%
Total		29	100%	33	100%	62	100%

It shows in Table 2 that majority (62.07%) of the students in Section 1 have poor performance in the subject Financial Accounting and Reporting which may be interpreted as slightly prepared for this subject and 31.03% performed fairly or moderately prepared. There is only student in Section 1 who is found to be well-prepared or the performance was very good. For students in Section 2, 51.52% of them have a fair performance and they may be considered as moderately prepared for the Financial Accounting and Reporting and 48.48% are found to have poor performance, considered to be slightly prepared.

Thus, it may be concluded that Section 2 students performed better than Section 1 students for Basic Financial Accounting and Reporting subject. It may also be noted that, overall, second year accountancy students are found to have poor performance and they are considered to be slightly prepared for this subject.

In his study conducted entitled "Causes of Students' Failure in Financial Accounting, Nwosu (n.d.), he concluded that teachers negative attitude during financial accounting lessons would make the students develop hatred for the subject which will later affect their performance and the number of the students wishing to study accounting at the higher level.

He also added that teachers methodology used in teaching of financial accounting could affect the learning of the subject. The employment of necessary teaching aids and stimulating learning atmosphere that could arouse interest and understanding of the learners can be of great help.

Table 3

Performance of the Second Year Accountancy Students in Intermediate Accounting

Intermediate Accounting							
Level of Preparedness	Raw Score	Section 1		Section 2		Overall	
		No.	%	No.	%	No.	%
Very Good / Well-prepared	25-30	0	0.00%	0	0.00%	0	0.00%
Good / Prepared	19-24	2	6.90%	2	6.06%	4	6.45%
Fair / Moderately prepared	13-18	17	58.62%	19	57.58%	36	58.06%
Poor / Slightly prepared	7-12	10	34.48%	12	36.36%	22	35.48%
Very Poor / Not Prepared	1-6	0	0.00%	0	0.00%	0	0.00%
Total		29	100%	33	100%	62	100%

In terms of the students' performance in the subject Intermediate Accounting, it appears that majority (58.62%) in Section 1 performed fairly, or they are found to be moderately prepared. Almost one-third (34.48%) of students in Section 1 are found to be slightly prepared, having a poor performance.

Data also shows that majority (57.58%) of the students in Section 2 are considered to be moderately prepared for Intermediate Accounting, having fair performance. It is slightly lower than the performance of the Section 1 students. Around 36.00% of the students in Section 2 showed poor performance or they are found to be slightly prepared for this subject.

The overall performance of the second year Accountancy students for Intermediate Accounting revealed that 58.06% of them are moderately prepared with fair performance and 35.48% were found to be slightly prepared showing a poor performance.

It may be concluded therefore, that second year Accountancy students are not yet completely prepared for Intermediate Accounting.

The analysis made by Bernardi and Bean (2002) in their study entitled "The Importance of Performance in Intermediate Accounting I on Performance in a Subsequent Accounting Course", indicated that performance in Intermediate Accounting I is a powerful explanatory variable for performance in the subsequent accounting course. They concluded that the Intermediate Accounting I course is a potent indicator of success in more advanced accounting courses. In their opinion, accounting educators have an obligation to emphasize the importance of doing well in Intermediate Accounting I because of its carryover effects.

Table 4

Performance of the Second Year Accountancy Students in Cost Accounting

Cost Accounting							
Level of Preparedness	Raw Score	Section 1		Section 2		Overall	
		No.	%	No.	%	No.	%
Very Good / Well-prepared	25-30	0	0.00%	0	0.00%	0	0.00%
Good / Prepared	19-24	0	0.00%	2	6.06%	2	3.23%
Fair / Moderately prepared	13-18	11	37.93%	18	54.55%	29	46.77%
Poor / Slightly prepared	7-12	16	55.17%	12	36.36%	28	45.16%
Very Poor / Not Prepared	1-6	2	6.90%	1	3.03%	3	4.84%
Total		29	100%	33	100%	62	100%

In the area of Cost Accounting, it was found out that majority (55.17%) of the students in Section 1 showed poor performance and it indicates that they are slightly prepared for this core accounting course. It was also revealed that almost 38% of the students in Section 1 are found to be moderately prepared with fair performance.

It may also be observed in the table that students in Section 2 performed better than Section 1 students with 54.55% of them did show a fair performance, suggesting that they are moderately prepared in Cost Accounting. On the other hand, more than one-third of them or 36.36% are slightly prepared with poor performance.

For the overall performance of the second year students in Cost Accounting, it was found out that almost 50% of them did show fair performance and considered to be moderately prepared. And in the same manner, almost 50% of them performed poorly in Cost Accounting and it can be interpreted as slightly prepared.

Abdusalomova (2017) said that cost accounting is widespread, but less empirically analyzed branch of accounting. She believed that adoption of cost accounting principles or a cost-related decision may have an effect on profitability, efficiency, and stability of a firm. The firm may have larger market share due to competitive price and may lose some profit due to lowered cost if they set lower profit margin. Eventually, according to her, a firm may get financial stronger or weaker. Thus, she analyzed the impact of cost-related decision in firm's financial health, and he concluded that in the context of accounting system reforms and transition, cost accounting has to be an integral part of accounting system due to market, cost and profit factors.

Table 5

Comparative Performance of the Second Year Accountancy Students in Three Core Accounting Courses

Level of Preparedness	Raw Score	Intermediate Accounting				Cost Accounting				Financial Acctg & Reporting			
		Section 1		Section 2		Section 1		Section 2		Section 1		Section 2	
		No	%	No	%	No	%	No	%	No	%	No	%
Very Good / Well-prepared	25-30	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	3.45%	0	0.00%
Good / Prepared	19-24	2	6.90%	2	6.06%	0	0.00%	2	6.06%	0	0.00%	0	0.00%
Fair / Moderately prepared	13-18	17	58.62%	19	57.58%	11	37.93%	18	54.55%	9	31.03%	17	51.52%
Poor / Slightly prepared	7-12	10	34.48%	12	36.36%	16	55.17%	12	36.36%	18	62.07%	16	48.48%
Very Poor / Not Prepared	1-6	0	0.00%	0	0.00%	2	6.90%	1	3.03%	1	3.45%	0	0.00%
Total		29	100%	33	100%	29	100%	33	100%	29	100%	33	100%

Table 5 clearly disclosed that, among the three core accounting courses, the highest percentage of the Section 1 students found to have poor performance is in Basic Financial Accounting and Reporting (62.07%). Thus, most of them are considered to be slightly prepared in this particular core accounting subject. However, most of them (58.62%) were found to have fair performance in Intermediate Accounting and it can be concluded that they are moderately prepared in this subject.

Among the three core accounting courses. it was recorded that the highest percentage of students in Section 2 were found to have fair performance in Intermediate Accounting (57.58%). Thus, it can be concluded that most of them are moderately prepared for this core accounting course. However, this group of students was found to be slightly prepared in Basic Financial Accounting and Reporting (48.48%) having more students that performed poorly.

At this point, it may be concluded that Basic Financial Accounting and Reporting is the core accounting subject where most of the Section 1 students were found to be slightly prepared. While majority of the students in Section 2 were found to be moderately prepared in all three core accounting courses.

Table 6

Overall Performance of the Second Year Accountancy Students

Overall							
Level of Preparedness	Raw Score	Section 1		Section 2		Total	
		No.	%	No.	%	No.	%
Very Good / Well-prepared	25-30		0.00%		0.00%	0	0.00%
Good / Prepared	19-24	1	3.45%	1	3.03%	2	3.23%
Fair / Moderately prepared	13-18	11	37.93%	16	48.48%	27	43.55%
Poor / Slightly prepared	7-12	17	58.62%	16	48.48%	33	53.23%
Very Poor / Not Prepared	1-6	0	0.00%	0	0.00%	0	0.00%
Total		29	100%	33	100%	62	100%

Data in table 6 shows that more than half of the second year students in accountancy program poorly performed in the knowledge and learning assessment test and it indicates that majority of them are slightly prepared for the program.

In their study conducted entitled, "Are They Ready? Accounting Academics ' Perspectives of the Preparedness of New Student Cohorts", Long, Barnes, Williams and Northcote (2018) found that Accounting academics believe that students are not prepared to study accounting at university level has been proven to be correct.

Table 7

Significant Difference Between the Academic Performance of the 2 Groups of Students

Anova								
				Sum of Squares	df	Mean Square	F	Sig.
Intermediate Accounting	Between Groups	(Combined)		6.605	1	6.605	.522	.473
		Linear Term	Unweighted	6.605	1	6.605	.522	.473
			Weighted	6.605	1	6.605	.522	.473
	Within Groups			758.750	60	12.646		
	Total			765.355	61			
Cost Accounting	Between Groups	(Combined)		7.231	1	7.231	.939	.337
		Linear Term	Unweighted	7.231	1	7.231	.939	.337
			Weighted	7.231	1	7.231	.939	.337
	Within Groups			462.205	60	7.703		
	Total			469.435	61			
Financial Accounting and Reporting	Between Groups	(Combined)		22.600	1	22.600	1.905	.173
		Linear Term	Unweighted	22.600	1	22.600	1.905	.173
			Weighted	22.600	1	22.600	1.905	.173
	Within Groups			711.787	60	11.863		
	Total			734.387	61			

Using ANOVA, Table 7 shows that, for Intermediate Accounting, the F value is .522, and p-value (Sig) is .47, which is greater than 0.05. Since, the p-value is greater than 0.05, therefore, the difference between the performance of the two groups of students in Intermediate Accounting is not significant.

The same analysis also applies for Cost Accounting and Financial Accounting & Reporting where p-values of 0.337 and 0.173 respectively are both greater than 0.05.

Hence, it may be concluded that majority of the second year accountancy students performed poorly in the three core accounting courses: Intermediate Accounting, Cost Accounting, and Financial Accounting and Reporting. It is an indication that they are slightly prepared for the accounting courses which might affect their performance in the higher accounting courses.

Table 8

Significant Difference Among the Results of the Three Core Accounting Courses

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Intermediate Accounting	Equal variances assumed	.530	.469	.723	60	.473	.654	.905	-1.156	2.465
	Equal variances not assumed			.730	59.981	.468	.654	.896	-1.139	2.447
Cost Accounting	Equal variances assumed	.349	.557	-1.38	60	.173	-1.21	.877	-2.964	.544
	Equal variances not assumed			-1.39	59.856	.170	-1.21	.872	-2.954	.534
Financial Accounting and Reporting	Equal variances assumed	.054	.817	-.969	60	.337	-.684	.706	-2.098	.729
	Equal variances not assumed			-.950	51.023	.346	-.684	.720	-2.130	.761

Using Independent Samples Test, the results show that the scores of the second year accountancy students in Intermediate Accounting, Cost Accounting and Financial Accounting & Reporting are statistically the same. It implies that significant difference among the results of the three core accounting courses does not exist.

Conclusion and Recommendations

Based on the foregoing discussions, it was found that majority of the second year accountancy students have poor performance in the subject Basic Financial Accounting and Reporting which may be concluded that they are slightly prepared for this subject. Also, a big percentage of them also performed poorly or slightly prepared in the other core accounting courses: Intermediate Accounting and Cost Accounting.

It may be concluded therefore that, overall, second year accountancy students are found to be slightly prepared in core accounting courses.

Using ANOVA, findings suggest that there is no significant difference between the performance of the two groups of students in the three core accounting courses. It implies that they have the same level of readiness or preparedness in accounting courses.

Hence, it is concluded that majority of them performed poorly in the three core accounting courses: Intermediate Accounting, Cost Accounting, and Financial Accounting and Reporting. Again, it is an indication that they are slightly prepared for the accounting courses.

Using Independent Samples Test, results revealed that the scores of the second year accountancy students in Intermediate Accounting, Cost Accounting and Financial Accounting & Reporting are statistically the same. It therefore implies that significant difference among the results of the three core accounting courses does not exist.

Based on the foregoing conclusion, the following recommendations are being proposed:

1. The JPIA should continue conducting knowledge and learning assessment test as part of the organization's yearly activities.

2. Meeting with the faculty members of the accountancy program must be done to disseminate the results of the study.

3. The accountancy department should develop an intervention program to address the poor academic performances or the level of preparedness of the accountancy students in the core accounting courses.

4. Teaching methodologies/approaches and the accountancy curriculum may be reassessed.

5. Further studies may also be conducted to explore other factors affecting the academic performance or readiness of the accounting students.

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